

# Contemporary Psychology

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# Contemporary Psychology

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## The Compleat Speech Correctionist

Lee Edward Travis (Ed.)

*Handbook of Speech Pathology.* New York: Appleton-Century-Crofts, 1957. Pp. viii + 1088. \$12.00.

Reviewed by IRA J. HIRSH

*Dr. Hirsh is in charge of the Psychological Laboratory at the Central Institute for the Deaf in St. Louis, and is also Associate Professor of Psychology at Washington University. He is the author of Measurement of Hearing (McGraw-Hill, 1952). His interest in the correction of speech and the rehabilitation of hearing dates back fifteen years to his days at Northwestern University, well before his association with the Harvard Psycho-Acoustic Laboratory. While his interest has always been focused in the laboratory, his research has been undertaken in the hope that it would find clinical application.*

"JUST a quarter of a century ago, one man could have reacted intelligently, even authoritatively, to the whole field of communication disorders." Thus Editor Travis begins his Preface to the *Handbook of Speech Pathology*. He should know, for he did react authoritatively by writing *Speech Pathology* in 1931, a textbook that still stands as a giant in the field. The differences between Travis 1931 and Travis 1957 are three: first, the coverage and the experimental and clinical findings have expanded; second, Travis'

own orientation has shifted from a psychobiological one to a position influenced much more by psychodynamics and psychotherapy; and, third, in 1957 he had to call in 26 others to help him with the new, more formidable job. The books themselves may be contrasted most generally with respect to size and organization. The *Handbook* has more than three times as many pages as the 1931 book (larger ones too), but increased size and multiplicity of subject matter make the plan or organization of the *Handbook* less apparent and not nearly so well knit as the earlier one.

Twenty-five years ago a speech pathologist came to his professional bailiwick via one of two more basic areas: speech or psychology. As the group grew into a profession, speech pathologists became more autonomous, their curriculum became more intensified but narrower, and the influences of progress in related disciplines became fewer and fewer. In recent years, this trend is reversing. Speech pathology is again being touched from within and without by other areas of study and of clinical practice. Travis takes account of this phenomenon in the first of four

parts of the *Handbook*, which is a series of chapters, each discussing a subject basic to speech pathology. The four areas are: speech, physiology, phonetics, and acoustics. Psychology is missing as a chapter but it is there, mostly in C. T. Simon's discussion on the development of speech. In general, these basic areas are presented well, but the level of sophistication changes drastically through the first six chapters.

FIRST we must consider the four basic chapters.

*Speech.* Simon's account of the development of language in the history of man as well as in the life of the child is informative and well documented. He does not restrict his sources to the experimental literature but draws also on anthropology and linguistics to fill out a fascinating story. His approach to language development in the child is frankly behavioristic, influenced by a reinforcement theory of speech learning. As he distinguishes man's linguistic behavior from similar behavior in other animals, his behaviorism slips a little and one feels that the novelty that is claimed for man's symbolic behavior

might have a difficult time when analyzed in such terms as proposed by the philosopher Charles Morris (*Signs, Language and Behavior*, 1946) on the same subject.

*Physiology.* Neurophysiology fares less well in this basic part of the book. Certainly we can assume that the reader of such a handbook will have read something else about speech pathology, but we cannot assume him to be an expert on the anatomy and physiology of the nervous system, even of those parts that have to do with speech. Yet Robert West's chapter demands this much of the reader in order that his attempts at theoretical interpretation be appreciated. Only a superficial nod is made toward basic structures and some of the fundamental principles of nervous function. The bulk of the chapter represents a rather strained attempt to apply notions concerning electronics, cybernetics, and binary digits to nervous function. The result is a neuro-mythology that does not seem to have a real place in this *Handbook*. Professor West warns the reader at the first that he does not propose to cover principles of neurophysiology pertinent to the speech process (as he did so well in his own textbooks with Kennedy, Carr, and Backus, *The Rehabilitation of Speech*, 1937 and 1947). Rather he tells us that he has chosen some of these more abstract topics "because they are presently much talked about when neurophysiologists meet around the council fires."

*Phonetics.* The sounds of speech have been most conveniently described through a process of analysis and sub-analysis given in terms of the positions of the articulators: tongue, lips, teeth, soft palate, etc. This elegant system, which has borne the test of time at least pedagogically, is redone and presented very clearly by G. W. Gray. Two disappointments cloud this piece of descriptive phonetics. First, there is only a single, inadequate diagram—and no anatomical discussion—to orient the reader with respect to the various parts that play the important roles in speech articulation. Perhaps Professor Gray assumed that this introduction might have preceded his chapter, and well he might; but it did not. Second,

recent research has shown the inadequacy of defining speech elements in terms of static positions, as Gray himself points out, but this research did not effect significant changes in this still fairly classical treatment.

*Acoustics.* Speakers emit sounds and thus the speech process will be understood better if we know something of acoustics. B. P. Bogert teaches us acoustics, but a thorough appreciation of his tightly packed fifteen pages will require some sophistication in mathematics. G. E. Peterson follows directly on Bogert's heels in the same chapter with a very careful and logical discussion of the acoustics of speech sounds. This material is up to date and some of the research that might have modernized the chapter on descriptive phonetics is here. Also, just as the learning part of psychology is incorporated in Simon's account of speech development, so the perception part of psychology, at least as it concerns the perception of speech, is included in Peterson's treatment of the acoustics of speech.

Having been introduced to acoustical instruments in this preceding chapter, we are next exposed to a chapter on instruments used in speech pathology (M. D. Steer and T. D. Hanley). The second longest chapter in the book, so long because of a profuseness of photographs, describes instruments ranging from simple tongue depressors, through disc and tape recorders, to the most esoteric gadgets, like Fairbanks' speech-compressor-expander. This is an interesting array and the photographs are excellent, but the other authors of the *Handbook* appear to regard the collection as a museum, for very few of the instruments discussed are utilized in the examining and therapeutic procedures that follow in the clinical chapters. A similar comment must be made on a chapter on terminology (K. S. Wood). Almost half of the terms defined seem to be labels for anatomical parts, but these particular labels seem not to be used by the people who deal with pathology. Acoustical terms contain some errors in definition, and one wishes that the author might have used the American Standard on Acoustical Terminology as an authority in the same way

that he used the Basle Nomina Anatomica for his anatomical terms.

Now we are ready to tackle speech pathology, armed with basic information on speech development, phonetics, and acoustics, but only scantily sheathed with neurophysiology, and practically naked with respect to anatomy and psychology. The scope of the problems that we are to encounter is summarily discussed by R. Milisen, with the help of the many surveys on the incidence of speech disorders done over the last 25 years. He also presents, in a second chapter, a general scheme for examining for speech disorders and includes within it rather detailed procedures, many of which are more helpful in a practical way than the procedures given later on in the specific clinical chapters.

The *Handbook* devotes approximately 100 pages to each of six major kinds of speech disorder: (1) hearing loss and deafness; (2) aphasia; (3) speech disorders associated with structural defects of the palate and teeth; (4) voice disorders; (5) articulatory disorders; and (6) stuttering. These disorders are not arranged in this particular way in the *Handbook*; rather a distinction is made in Parts II and III between disorders associated with organic abnormalities and those unrelated to organic abnormalities. In many cases this distinction is clear but in others it is strained, and in most cases it is unimportant.

*Hearing Loss and Deafness.* Three chapters are devoted to hearing loss and deafness. The longest chapter in the book, written by an otologist (V. Goodhill), concerns the pathology, diagnosis, and surgery of deafness. Inclusion of deafness in the *Handbook* is a departure from Travis' 1931 book, but in the intervening years the nonmedical clinical activities carried out with hard-of-hearing patients had mostly come from the training centers for speech correction. All told, the large chapter seems out of place because of its extensive (and excellent) coverage of pathology and surgery, topics which will not ordinarily be of primary concern to the speech correctionist. Would that the earlier chapters on descriptive phonetics (Gray) and on the neurophysiology of speech

(West) contained as good an anatomical presentation as does this one on the ear! The two other chapters on deafness (S. R. Silverman) have to do with the educational procedures used for the deaf and the hard-of-hearing, with particular emphasis on deafness in children. The author does not quite tell the speech pathologist how to educate a deaf child but rather presents, with an historical orientation, the rationale under which such education is carried out. Of all the clinical activities having to do with hearing, activities that the speech pathologist is likely to contact, these two (surgery and education) are the least frequently met. The speech pathologist is more likely to undertake audiometry, to render an opinion about a hearing aid, to interpret the relevance of a hearing test; and these more pertinent topics are the very ones omitted from the *Handbook*.

**Aphasia.** This subject receives much better treatment. Three chapters on aphasia in adults (J. Eisenson) present a system and examination procedures for classifying aphasias, a statement of differing views on neurological and psychological correlates, and a good clinical summary of symptom description and the kinds of therapy that have been found successful. Less concrete, possibly because the problems are less well understood, are the two chapters on aphasia in children (H. R. Myklebust). This analysis of the development of language in the child does not seem to agree with the development as described in the basic chapter by Simon. It is not so much that the data disagree, but rather that the languages of the two accounts are so different. Simon maintains a behavioristic approach while Myklebust courageously wallows in the mentalistic mire, reaching, nevertheless, solid shore when he tells us, without too many specifics, how the aphasic child is found, diagnosed, and educated.

**Palate and Teeth.** Chapters on the speech disorders associated with defects of the palate and lip (H. Koeppe-Baker) and of the teeth (H. H. Bloomer) are refreshingly straightforward. To be sure, we are dealing here with observable deformities and only slightly less observable effects on the speech and voice. The literature in this area is brought



LEE E. TRAVIS  
on the Continental Divide

together well, with the chief omission being therapy after surgery and prosthesis. The topic is touched here briefly by both authors, but the details must be sought in other chapters on voice disorders (G. P. Moore) and articulatory disorders (M. H. Powers).

**Voice.** When we come to consider voice disorders (G. P. Moore), we find that the chapters concerned are chapters by virtue of what the teacher or examiner hears. In the previous chapters on the cleft palate and dental deformities, we were oriented toward specific structural defects, but now we have voice symptoms defined partially in terms of how the voice sounds but also in terms of what must be wrong. The disorders considered include those that would be produced by the cleft palate. The clinical literature is brought to bear on the problems well, and the description of symptoms and an outline of the kinds of procedures that are used to correct the symptoms are presented coherently. Again, the reader would certainly welcome a diagram or two that might show the relations among the structures that the author talks about in describing the voice disorders. By now we have had good pictures of the

ear and some of the mouth and nose, but the vocal mechanism has not been described very well. The second chapter on voice disorders (W. H. Perkins) takes a more esthetic view about the voice. It is placed in the section on 'Functional' disorders, but in this case the distinction seems to be not so much in terms of cause as in terms of the specificity of the disorder itself. There is also here a valiant attempt to bring the kinds of things that a singing teacher does with his students into the context of voice therapy, a context more familiar to the speech correctionist.

**Articulatory Defects.** This topic (by M. H. Powers) is set apart from other kinds of defects in terms of what the speaker sounds like. To be sure, the defects are further distinguished from each other in terms of the site of the defect. The author has done an excellent job of bringing together the bulk of the literature in speech correction, which concerns disorders of articulation. The incidence of different kinds of defects in populations of children is summarized, a listing of the various causes is carefully documented, and the methods of examining for lisps, lalls, and other kinds of articulatory disorders and of treating them are set forth clearly.

**Stuttering.** The four chapters on stuttering are quite different from the others. These are essays about stuttering and the authors are preoccupied with causes. When C. Van Riper writes about symptomatic therapy, he tells us less about the therapy than about the rationale underlying it. It is important to note here that what Van Riper means by a 'symptom' is not just the speech symptom but rather the whole constellation of symptoms that is associated with a stuttering person. W. Johnson is concerned, as he has been in previous writings on stuttering, with the evaluation of a stutterer by himself, by his parents, and by his society. Travis' concern for the psychodynamics of the stutterer is supported by a sizable collection of psychoanalytic material obtained from a sample of stutterers. Finally, S. Ainsworth's attempt to integrate various theories of stuttering remains at such a relatively high level of

abstraction that at least this reviewer feels that the integration is better made by Van Riper in the development of his own point of view.

*Psychotherapy.* The final section of the book has to do with psychotherapy and speech therapy. It was foreshadowed in a chapter on psychotherapy in public-school speech correction in which psychodynamic examination procedures were presented as being of special value to the speech correctionist who would know as much about the personality of his patient as he does about his speech behavior. Travis leads off this fourth section with a chapter on the psychotherapeutic process. It appears to the reviewer, who is uninformed on much of contemporary psychotherapy, to be a good general summary and introduction to psychotherapy for readers who have otherwise not been trained in this area. It is not clear whether this account is something merely to be read about by speech correctionists or whether the author is suggesting that the thorough speech correctionist should be also a well-trained psychotherapist. The particular therapies that have been found useful in dealing with disordered personalities in patients who also have speech disorders are discussed in the two following chapters on play therapy, psychodrama, parent counselling, and group therapy (Z. S. Wolpe and O. Backus).

A GENERAL evaluation of this book, written by 27 people, is difficult to make. There is no outstanding chapter nor even a couple of outstanding chapters that can be evaluated along with a mere mention of all the other chapters. If a student of speech pathology had only this one book to read, would he have enough? In this reviewer's opinion, he would not quite. So far as the basic background material is concerned, he would be missing a part on the psychology of learning, a topic which is fundamental to his understanding of the development of speech disorders as habits and to his understanding of speech therapy. He would also lack basic information on anatomy and physiology, not merely the kind that would prepare him to do research,

but enough for an understanding of the structures whose function he is attempting to manipulate. At the applied level, he would have obtained good information both of theoretical bases and of specific therapeutic procedures that he uses in dealing with articulatory disorders, voice disorders, and certain forms of aphasia. Therapeutic procedures involved in helping stutterers he will not find presented in detail, but perhaps the details of therapy do not belong in a handbook of this kind. But, if that view is one of the editor's conceptions, then he should not have allowed them to appear in other chapters. Finally, let it be said that the relation between speech therapy and psychotherapy, which has been growing steadily in recent years, is not made clear. After reading these chapters, a speech pathologist might well question, particularly if he is interested in aphasia or stuttering, whether he should have become a speech pathologist in the first place; which is cart and which horse?

The editor is to be congratulated for attempting to pull together such a variety of subject matters and an even greater variety of writers. That he did not exercise more authoritarian control over the organization of the book in general, over the organization of chapters in particular, and over the style and level of presentation of information is probably to be laid to his modesty.

There are a dozen or so textbooks in speech pathology and speech correction. Some of them contain basic information and almost all of them contain practical, clinical information that introduces the reader to the kinds of things that he will have to do as a clinician. Then there is a great gap between these textbooks and an extensive, unsystematized literature, mostly in the *Journal of Speech and Hearing Disorders* (in the U.S.A.), which does not restrict itself to clinical material but also includes articles on experimental phonetics and psychoacoustics. The *Handbook* will serve partially to bridge this gap by organizing and summarizing much of this literature. It cannot be used successfully by the naive reader as an introduction to speech pathology, nor can it be counted on, in all of

its subdivisions, to be the authoritative and comprehensive summary of existent knowledge; but its role intermediate between these two functions will be useful to most professional workers concerned with disorders of communications.

## Psychotherapy for the Forgotten Age

Benjamin Harris Balser (Ed.)

*Psychotherapy of the Adolescent.*

New York: International Universities Press, 1957. Pp. 270. \$5.00.

Reviewed by BARBARA K. SUTHERLAND

*who is chief psychologist of the Adolescent Unit of the Children's Medical Center in Boston. She has a Radcliffe-Harvard degree eight years old and has been busy studying and understanding adolescents ever since, partly at the Judge Baker Guidance Center in Boston. She likes adolescents and does not find that this trait interferes with her work as therapist.*

AMONG the many volumes on psychiatric techniques, those which deal directly with the treatment of the adolescent are few and far between. This book, edited by Dr. Benjamin H. Balser of the College of Physicians and Surgeons at Columbia University, invades the 'never-never' land of this most challenging field of adolescent psychiatry. It is a symposium, so organized that it covers psychotherapy of the adolescent at different levels, ranging from the intensive hospital treatment level as described by Drs. Greaves and Regan of the Payne Whitney Clinic to the counselling techniques at the school-level as described by C. Thurston Chase, headmaster of the Eaglebrook School.

Despite the great variety of approaches, all of the authors are in agreement that the flexibility of technique is more important than the technique itself. As Dr. Irene Josselyn of the In-

stitute of Psychoanalysis in Chicago points out, "therapy of the adolescent must be as changeable as the adolescent himself." This precept means that the demand on the therapist to be always in tune with his patient is far more stringent than in adult or child psychiatry. Despite apparently full understanding of the principle, but little concern is expressed for the necessity of training the psychiatrist in adolescent psychotherapy as such, instead of depending upon the techniques he acquires for child and adult psychiatry. While Dr. Sidney Berman stresses this point when he says that "the unique psychological organization of the adolescent is such that neither the skills appropriate to children nor those used with adults will prove successful in the treatment of the adolescent," he suggests later that treatment of certain adolescents may be impossible. Is it not more likely that the real question here is not the treatability of the patient but rather the finding of the right time and technique for a particular youngster? Dr. Berman also puts himself in favor of frequent, regular, long-term interviews for adolescents, although the other authors present evidence that in many cases this procedure is not essential and perhaps not even advisable. The effectiveness of short-term treatment for this age group is made clear throughout this volume by other authors.

**T**HERE is an interesting divergence of feeling among the various authors regarding their own reactions to psychotherapy with the adolescent. In the article by Drs. Harris and Heald of the Children's Medical Center in Boston, an account of the psychotherapy of adolescents by pediatrician and psychiatrist at a combined clinic and in-patient hospital level, one senses the real enjoyment of these therapists in working with the adolescent, as well as their success in dealing with the age group. These authors are also least concerned with treatment of the parents of the patient, and it may well be that their concentration on the patient instead of on the parent-child relationship makes their work easier and more satisfying. They are, of course, dealing with less

seriously disturbed youngsters than, for instance, those described by Dr. Josselyn where work with the parents was essential, or those of Dr. Franklin Robinson of the Children's Service Center of Wilkes-Barre, Pa., whose article on the psychotherapy of adolescents at an in-patient treatment level deals specifically with the interrelation of work with patient and parents. Certainly one is left somehow with the impression that the sincere enjoyment of psychotherapy with the adolescent is not unrelated to success in the field.

The unusual emphasis in the symposium on preventive psychiatry, via either school or pediatrician, strikes this reviewer as a valuable step in the extension of psychiatric facilities for the adolescent. While many might criticize the idea that the teacher or family doctor can act as a therapist, it is nevertheless obvious that these are the two groups which have the best opportunity to see the difficulties at an early stage and so, with proper guidance, to prevent the development of more serious disorders. The whole question of adequate training for these groups is one which needs extensive consideration. It is not dealt with in this volume, but there are many indications that this road to better mental health is both a logical and an accessible one.

The inclusion by the editor of Dr. Ruben Pottash's psychotherapeutic interview with an adolescent highlights many of the points made by the other authors. It shows the necessity for understanding of the psychodynamics of a case and for skillful handling of material in accord with the needs of the particular patient. Most valuable of all is the clear demonstration of the adolescent's ability to work out a problem in a short period of time when given the proper therapeutic setting. While adolescent changeability may at times mean that the therapist must strain his own more rigid personality, it also means that adolescent flexibility becomes a distinct asset in the treatment of this age group.

This volume raises a hope that one day the field of adolescent psychotherapy will no longer be a 'never-never' land but will become a land of opportunity for preventive psychiatry.

## The Child in the Latency Period

Cecil V. Millard and John W. M. Rothney

*The Elementary School Child: A Book of Cases.* New York: Dryden Press, 1957. Pp. xii + 660. \$4.90.

Reviewed by SAM L. WITRYOL

*who for the last five years has been Assistant Professor of Psychology at the University of Connecticut. Before that he had been at Syracuse University where he had taken his PhD in developmental psychology under the guidance of George G. Thompson. He has a monograph coming out on what he calls "marginal social situations," the "dare situations" when children challenge adult authority or physical danger, and he is working now (with Walter Kaess) on the concept of social intelligence, a long-range program. In addition he does all the other things that a developmental psychologist turned clinician might be expected to do—does them in his own way.*

**T**HREE recent research and conceptual trends are suggested by the twenty-two case histories which comprise the substance of this book. First, there has been an increase in the amount of literature devoted to study of children of the elementary school ages, in Freud's Latency Period. Next, there has been a marked tendency for psychologists to attempt the definition and formulation of constructs about the nature of normal or healthy personality. And third, there has been a long overdue attempt to integrate the research findings from developmental psychology with the speculations of personality theorists, as is demonstrated by such textbooks as Baldwin's in child psychology and Ausubel's in adolescent psychology. Millard and Rothney have not, however, formulated detailed hypotheses in their brief introductory and concluding chapters which are essentially practical and pedagogical. They describe a few

developmental principles and defend the rationale and utility of describing *The Individual*.

The presentations of the cases illustrate operationally these trends. Although the authors do not explicitly set forth the nature of the normal personality, their operations are implicit in their selection of examples. The complexities of the 'normal child' are apparent in the cases. One sees clearly why a simple definition of normality as freedom from behavior pathology or as approximating modal trait distributions fails to satisfy either psychologists or their students. The book is intended primarily for use by educators and educational psychologists. The case data should be of interest, however, to psychologists specializing in personality or in clinical work. The potential of the classroom as a psychological laboratory of human behavior is temptingly demonstrated, and one wonders why so many psychologists not interested in the formal aspects of education have so long overlooked these fruitful research possibilities.

The book was designed to aid prospective teachers of elementary school children to interpret measures of physical and mental status in connection with anecdotal observations for evaluation of growth in normal children. The longitudinal data for each of twenty-two children were systematically obtained, but the student observers and the others were not always expert. Case histories were obtained for the pre-school years, and one of the authors, Millard, assessed follow-up status in the high-school years. The result is a reasonably clear longitudinal picture of each child from birth through adolescence with special concentration in preadolescence.

The authors do not pretend that the cases have been presented in 'depth.' Clinicians and personality theorists would not find the histories—you should pardon the expression—'dynamic.' In the approximately twenty-five pages devoted to each case are individual curves of physical and mental status compared with group developmental norms. Most of the recorded anecdotal observations are school-oriented and were collected by different persons. Quality and content vary from straight reports to so-

cially evaluative and clinically interpretive comments. That the authors are cognizant of this variability is demonstrated in questions for discussion that follow each case. The result is a series of descriptions of normal children in the developmental process. The descriptions are mainly operational; nowhere is a comprehensive, summary, diagnostic evaluation attempted.

It is refreshing and thought provoking to read longitudinal cases of normal children. This is not to say that neurotic symptoms are not present in many of these children. Even the libido is tickled in many instances. The ratio of positive behavior manifestations to negative signs is, however, more balanced than one finds in a casebook that deals with descriptions of pathology. Although behavior observations are school-oriented in the design of the book, practicing clinicians will note with interest that school teachers frequently have access to significant data concerning peer and family relationships. These cases, moreover, suggest more significant personality development than is implied in the characterization of "latency."

One feels a few disturbing reactions to this compendium. While the cases are numerous and varied within the normal range (e.g.,  $IQ = 100 \pm$  one standard deviation), the brevity of presentation frequently leads one to an incomplete appreciation of the longitudinal sweep and even of the broad outlines of individual behavior dynamics. Too often the IQ declines with age, making developmental principles suspect, and it will take a skillful teacher to reconcile this fact with the usual genetic conception. The cases selected may, indeed, have been intended to present the opportunity, for the behavior descriptions are uneven from case to case. Nevertheless the categorical format works surprisingly well.

The pedagogical utility of this book is contingent solely on the skill of the educational psychologist using it as a text. It is difficult to teach general principles from real life, even when real life is ordered in a casebook. Unsophisticated students are only too

ready to make the generalization that individual behavior is unique, a subversive error that might, of course, put psychologists out of business. The use of developmental data and test records applied to individual cases merits special commendation in this book—even though that nasty IQ does not always stay put.

Millard and Rothney have succeeded in combining objective developmental data with longitudinal personality descriptions. They provide neat illustrations of the personal and educational problems of normal school children. They explore a neglected age range by means of clinical examples. Their book, indeed, represents another contribution to psychology by clinical example. Primarily its examples are intended as part of the preparation for teachers working with elementary-school children. Secondly, yet significantly, its cases represent the marriage of developmental and personality conceptions in a not widely explored age-range of normal (nonpathological) children.

## Is Obesity a Disease?

Hilde Bruch

### *The Importance of Overweight.*

New York: W. W. Norton, 1957.

Pp. x + 438. \$5.95.

Reviewed by SIDNEY COBB

who is Associate Professor of Epidemiology in the Graduate School of Public Health at the University of Pittsburgh. He is an MD, specializing in the epidemiologic approach to noncommunicable disease, especially to arthritis, but he also has great general interest in the etiology of chronic illness, particularly in those cases where psychological and social factors appear to be important.

"OVEREATING, though it is observed with great regularity, is not the cause of obesity." This superficially illogical statement is well handled by the author when she points out

that obesity is not only not a single disease but in fact no disease at all. Like fever, overeating and the concomitant obesity are regarded by this author merely as symptoms of a variety of disease processes. Since both are symptoms of underlying disease, one cannot be causally related to the other.

Having handily cleared this first hurdle, the book, which sets out to present a comprehensive discussion of the problem, quickly falls into a quagmire of indecision in a chapter aimed at a definition of overweight. Not only does the chapter fail to arrive at a satisfactory definition, but the reader is left with the uncomfortable suspicion that it is the rate of change of body weight that is of interest to the author rather than the phenomenon of overweight about which the book purports to be written.

This chapter, entitled *What is Overweight?*, is interrupted in the middle by a vituperative digression about the "overeager pseudoscientific statistical approach" of an author who presumed to come to a different conclusion. Similar violence is done to the chapter, *The Cultural Frame*, where interesting and useful information about the cultural aspects of obesity, including the obesity of the *nouveau riche*, is ruthlessly interspersed with tirades against the general attitude about overweight. It is pointed out that the current American propaganda campaign against obesity often upsets the tender emotional balance of the corpulent. By contrast, no credit is given to this campaign for the effect it probably has on obesity of purely cultural origin.

THE reader who gets through the first hundred pages will come to interesting information on the familial aspects of obesity and on the mental and physical development of the obese child. Particularly valuable is the chapter on the difficulties associated with the proper interpretation of the basal metabolism test in very obese persons. In this day and age, however, the medical reader may feel a little cheated at the lack of any mention of the value of the protein-bound iodine determination in ruling out thyroid abnormality. This is par-

ticularly surprising when one remembers that the author was at one time engaged in biochemical research.

IN the later chapters the author is really at home with her subject, for her training in clinical pediatrics, psychiatry, and psychoanalysis have prepared her well for the presentation and discussion of clinical case material. Even the style changes in this section to become fluent and readable. The disjointed, inflammatory, and sometimes vituperative manner of the early pages is mostly gone. To be sure, the first person singular continues to crop up with great regularity, but here it seems much more natural.

This section of the book rambles from the mental development of obese children, through a discussion of *Thin Fat People*, to a closing chapter on psychotherapy. Along the way a distinction is emphasized between developmental obesity and reactive obesity, a difference that seems rather artificial, for the

"inability to tolerate frustration," which is the "core" of the problem in developmental obesity, is surely quite similar to "overeating as a response to or compensation for tension and frustration," which is the most emphasized aspect of reactive obesity. It is unlikely that this division will ultimately be of any more value than the more common division into endogenous and exogenous, which the author deprecated in an earlier chapter.

The initial statement, that obesity is no disease, leads to the expectation of a book on "clinical phenomenology," as James Spence has so aptly put it in the *Lancet* for 1953. Instead, this latter part of the book is clearly clinical cartography or, in pre-Spencerian terminology, the natural history of a disease. This is the most serious of the rather large number of discontinuities of thought that appear in the book. It will be this constant fracturing of the form and flow of ideas which will make this book unacceptable to most scientists.

## Uneasy Home for Labor's Men of Knowledge

Harold L. Wilensky

*Intellectuals in Labor Unions: Organizational Pressures on Professional Roles.* Glencoe, Ill.: Free Press, 1956. Pp. xiii + 336. \$6.00.

Reviewed by JOHN R. COLEMAN

Dr. Coleman is Associate Professor of Economics and Assistant Head of that department in the Carnegie Institute of Technology in Pittsburgh. He is the author of *Goals and Strategy in Collective Bargaining* (Harper, 1951), *Labor Problems* (McGraw-Hill, 1953), and sections of *Causes of Industrial Peace under Collective Bargaining* (Harper, 1955). He is a consultant in labor-management relations and experienced in arbitration.

FEW readers who have observed the American labor movement at close hand will feel restrained in offering their gratitude to the author of this study of

the experts working within contemporary unions. From his years of experience inside and outside unions, Harold Wilensky of the Department of Sociology of the University of Michigan has sensed the kinds of critical questions that need to be raised about the role of the staff experts in union decision-making processes. If he sometimes fails to offer a sufficiently complete answer to one of his own questions, he at least shows the way in which the question can be explored and throws out a teasing idea or two which will give the next researcher some starting hypotheses.

Wilensky recognizes that the intellec-

tual's role can fruitfully be studied within many different social institutions, but he builds on the special characteristics of labor's technicians to develop new aspects of the question as to how society utilizes its men of knowledge. For the labor movement, the intellectual presents a continuing dilemma: the rank-and-file member and the leader from the ranks frequently feel compelled to deride the expert's contribution to their well-being, at the same time that they are making themselves increasingly dependent upon that expert in their steady drift towards a more complex, legalistic, and bureaucratic life. Scarcely a new idea in the union headquarters will travel far without the active intervention of the variety of specialists who add their individual measures of legal sanction, economic argumentation, or, above all, sales appeal, to the ideas.

These hired men of knowledge bear little resemblance to the intellectuals of whom Selig Perlman wrote so scathingly years ago in his *Theory of the Labor Movement*, for the new intellectual is seemingly so enmeshed in the daily tasks of helping to administer the union that he has neither the time nor the inclination to push actively for sweeping changes in the union's outlook and program. The union's education officer, for example, is seen by Wilensky as a man whose job is less to make people think than it is to build membership loyalty to the incumbent leaders and their policies. The Facts-and-Figures Man gives added respectability to the union bargaining statements directed at the general public and, within the union, enhances the leaders' control over the members through judicious use of his expertise. And "the Negro race relations functionary serves as symbol of the top officers' good intentions, acts as trouble-shooter wherever Negro militancy is directed against the dominant white machine, and becomes a cautious if sometimes persistent lobbyist for Negro interests at national headquarters." Perlman could scarcely use such evidence to substantiate his picture of the intellectual as a man who, seeing labor as an abstract mass gripped by an abstract force, sought to give to that mass the goal of a new social order. Far from



HAROLD L. WILENSKY

making organized workers tools of their own social philosophies, the intellectuals now appear to have become the tools of the unions in the search for respectability and order. The experts, not surprisingly, have shown a preference for survival over extinction.

THE task of studying the experts was a formidable one. Wilensky wanted to know what such men do and what significance they assign to what they do. He sought his answers through two hundred interviews, almost as many questionnaire responses, and long periods of close observation of union life. His methods are always so clearly described that, coupled with his infatuation for the making and naming of categories, the text occasionally intrudes upon the reader's education. But one can forgive much from the coiner of even such jaw-breakers as "Legislative-Liberal Missionary" and "Religious-Ethical Missionary" when most of the book is so enlightening and perceptive. Using group photographs rather than individual portraits, Wilensky tells far more about the intellectuals' functional roles, entry channels into unions, ave-

nues of influence, measures of impact, and working environment than has been set down heretofore.

What emerges most clearly are the pressures working upon the subjects under scrutiny. "Political criteria and nepotism in recruitment; the absence of regularized salary structures, tenure systems, and promotional procedures; the fact that the role orientations of most experts deviate significantly from the model of the bureaucratic professional; the unexpectedly high influence of the Missionaries; an all-pervasive anti-intellectualism, the personal loyalty and 'pro-Labor' imperatives, the crisis atmosphere and the demand for flexibility"—of such is the union intellectual's life made. His job would appear to make many impossible demands upon him. He must be both one hundred per cent loyal to his boss and independent, both one of the boys and a man somewhat aloof and mysterious, both intellectual and anti-intellectual. Armed with the insights provided here, one can easily imagine the extra conflicts provided for some of today's experts in unions as they watch the comparatively rare cases of a decline in personal morality among their officers or the more common cases of a decline in the officers' interest in the very ideology of democratic protest which led certain of the intellectuals into the union movement in the first place.

Whether approached as a study of one phase of the administration of union affairs or as a report on the way in which one part of the society's brain power is being used or misused, *Intellectuals in Labor Unions* is soundly conceived and effectively executed. It deserves to be the forerunner of other work which will probe more deeply into the organization and operation of some of the most influential voluntary associations in our times, the labor unions.



If, therefore, a scientific civilization is to be a good civilization it is necessary that increase in knowledge should be accompanied by increase in wisdom. I mean by wisdom a right conception of the ends of life. This is something which science in itself does not provide.

—BERTRAND RUSSELL





## WHO TALKS TO WHOM ABOUT WHAT?

THE empiricists thought of the mind as in the head, shut away inside the skull, perpetually trying to gain information of the external world by interpreting the signals that sensation brings to it. And Charles Bell conceived of the nervous circle whereby the mind can complete a movement only because sensation keeps it constantly informed of how the movement is progressing—a servomechanism, a feedback, conceived of more than a century before those terms were coined. *CP* is in the same boat as the mind. It listens and talks, off by itself, never seeing the people whom it serves. The books come in and they must have been generated by authors, but who are the authors? And who then are the reviewers? And who the readers? *CP* would like to know more about all these people.

*CP* has, of course, a relation to the American Psychological Association, the APA. *CP* is the APA's child, but that is not the important point. What *CP* wants to know is: Is the APA talking to itself? Does the APA write the books which the APA reviews for the APA to read? We now have the answer to two-thirds of that question, based on volume 1 of *CP*, the 1956 volume.

Mostly the reviewers are members of the APA—198 APA members out of a total 225 reviewers in 1956. The other 27 were 5 Europeans, 4 sociologists, 4 nonpsychic medical men, 2 psychiatrists, 2 anthropologists, 2 philosophers, 2 statisticians, and a half a dozen miscellaneous people. The APA is pretty much writing its own journal, and that is quite natural. The Consultants are all APA members, and they suggest to *CP* reviewers whom they know. This situation may, however, change a little presently. *CP* already has some unofficial European friends

who are de facto consultants, and it hopes to win some more.

Now what about the authors of the books reviewed? Only 156 of the 321 authors of 1956 were APA members, just a little less than half. That is good. *CP* wants not to be provincial. Of the 165 authors outside the APA, there were 41 foreigners, 31 psychiatrists and psychoanalysts, 22 sociologists, and 18 subalterns (junior joint authors not in the APA when the senior author is an APA member). That leaves 53 authors, scattered among physiology, medicine, human relations, personnel work, business administration, anthropology, religion, political science, social work, Jungian psychology, philosophy, linguistics, economics, education, history, literature, music, public relations and statistics—from 8 authors down to 1 per field, none of them in the APA. Is that a good enough spread? *CP* thinks that it is getting a pretty wide dispersion among the American books, but feels anything but complacent about its European coverage. It is not easy to find reviewers who read German, French, Russian, Italian, or Japanese readily and who know how to write the kind of review that *CP* wants.

*CP* knows less who its readers are. Almost 5000 APA members subscribe to it at the reduced APA rate, and there are about 800 other subscriptions, a figure which includes libraries and institutions. That is who buys it. But who reads it? Who both buys and reads? And who reads without buying? "Only one copy comes to our building," writes one of *CP*'s correspondents, "and there are ten of us here, so there is a rush to see who can get *CP* first"—a remark that flatters the Editor more than the Business Manager, who would like *CP* to be solvent. And what is it these people do when they "read"? Reading "cover to cover" seems to

mean scanning from cover to cover, letting the items generate tension when they will, then reading until the tension is dissipated. That's probably the right way. The review titles are designed to hook the scanner as he hurries along; after that it is up to the reviewer's prose to land him. Yet who is "him," the reader? Usually an APA member. If every APA copy had two readers, and every other copy ten readers—a most improbable disproportion—the APA would still be ahead of the outsiders, 5 to 4. Even at that *CP* thinks that it ought always to try not to think of itself in provincial terms, to pretend there is a rush for its latest number when the new copies arrive in London, Tokyo, and Moscow.

## PSYCHIATRIC GLOSSARY

Dr. Robert W. White, *CP*'s consultant, sends in the following note on how the lay intelligentsia can be helped in the future to understand the psychiatrist's jargon.

"The American Psychiatric Association has just performed a useful service for those who are apt to become confused by psychiatric language. Its Committee on Public Information has brought forth, after five years of labor, a tidy paper-bound entitled *A Psychiatric Glossary*, intended for 'non-psychiatrists generally and particularly for other professional people who must deal with psychiatric subject matter in their work—such as writers, editors, lawyers, clergymen, health workers and others.' Everything is here from *abreaction* to *word salad*—the latter perhaps an unhappy choice for the final entry in a book of words. The Association has worked a bit of propaganda into some of the definitions. Lay analysts will be disconcerted to read that a psychoanalyst is 'a psychiatrist with additional training in psychoanalysis, who employs the techniques of psychoanalytic therapy.' But the glossary at least makes no claim that doctors are infallible: *iatrogenic illness* proves to be 'an emotional illness unwittingly precipitated by the physician's attitude, examination, or comments.' This booklet, available from the Mental Health Materials Center, 1790 Broadway, New York 19, N. Y.

(no price given), should be of service in straightening out the widespread confusions about psychiatry."

#### ESPERANTO

Maybe CP should never have published Dr. Fink's letter (CP, Mar. 1957, 2, 87f.) about Interlingua's ability to banish the graduate student's French-German-Russian nightmare, for the letter alerted the Esperantists to the infiltration of an enemy into a new field, to wit, the pages of CP. Justice, in the sense of the equal distribution of ignorance, required that CP let Professor Adcock marshal the counterattack for Esperanto in December. Now the Esperanto League of North America (RFD 1, Meadville, Pa.) wants CP's readers to send in their questions about how to learn Esperanto and adds that they can do nothing better with modern civilization's increased leisure than to buy for \$2.75 the sixteen-lesson *Teach Yourself Esperanto*, published by the English Universities Press and distributed by the David McKay Company of New York. The League does not get any money when you buy this book; it runs on enthusiasm. CP is going to continue to publish in English, at least until the end of the year.

#### BOOKS TO COME

What effect does your social class have on your therapeutic status? It is something more than Can-you-afford-to-be-analyzed? CP thinks that Djilas's 'new class' in eastern Europe and northern Asia ought to be equipped with psychiatrists and bets it is not. Anyhow John Wiley knows the truth and will be telling us when they publish this spring *Social Class and Mental Illness* by A. B. Hollingshead, a Yale anthropologist, and F. C. Redlich, a Yale psychiatrist.

The book is based on research, they say, and considers the "unpleasant" fact that various types of psychiatric treatment are clearly related to social class. They are wondering how psychiatrists and psychoanalysts are going to like this idea (or does one say *this fact?*). Wait and see.

Sometime this spring the Free Press is going to publish Roger Brown's *Words and Things*, a book on language, its comparative psychology, its acquisition, its connection with culture, its pathologies, its use in making people wish to do what they did not wish to do, in addition to the "Things" which are a bonus. This book and George Miller's together are going to make some kind of a whole; one is the patrix and the other the matrix, because the new book is what Roger Brown's students heard during Brown's six years of lecturing on this topic at Michigan and Harvard, and Miller's text is what they saw. R. B. wouldn't repeat the text in a lecture, not he. But what is the next man going to do with patrix and matrix, cameo and intaglio, completing the whole? Well, if there's no new content left, there are new means. Probably he'll give the course by gesture, thus impressing the class with the basic principle that meaning is something more than its carrier.

NOTICE CP's new gaiety with headpieces for CP SPEAKS, FILMS, and ON THE OTHER HAND? CP owes these to Edgar M. Lovell of Boston's educational TV channel. He draws for them, and so, as it worked out, for CP too.

—E.G.B.



*It is Criticism that, recognizing no position as final, and refusing to bind itself by the shallow shibboleths of any sect or school, creates the serene philosophic temperament which loves truth for its own sake, and loves it not the less because it knows it to be unattainable.*



—OSCAR WILDE

## Desegregation on the Couch

Group for the Advancement of Psychiatry. Committee on Social Issues

*Psychiatric Aspects of School Desegregation.* (Report No. 37.) New York: Group for the Advancement of Psychiatry, 1957. Pp. 95. \$1.00.

Reviewed by PRESTON VALIEN

*who is chairman of the Department of Social Sciences at Fisk University in Nashville, a member of the Council of the American Sociological Society, a contributing editor of the Journal of Negro Education, and the author of the article, The American Negro, in the Britannica Book of the Year for 1957. He has published extensively on the educational problems of desegregation and is one of the authors of A Tentative Description and Analysis of the School Desegregation Crisis in Clinton, Tennessee, published by the Anti-Defamation League of B'nai B'rith.*

THIS Report represents the pooled observations and findings of an interracial group of psychiatrists and social scientists on the psychological aspects of desegregation. The Report was prepared by the Committee on Social Issues of the Group for the Advancement of Psychiatry (GAP), in close collaboration with a group of social science consultants which included Drs. Stuart Cook, Marie Jahoda, and Fritz Redl. Two other social scientists, Drs. Gordon Hamilton and Robert Johnson, were also consulted. GAP has a membership of approximately 250 psychiatrists organized into a number of working committees which direct their efforts toward the study of various aspects of psychiatry and toward the application of this knowledge to the fields of mental health and human relations. Dr. Viola Bernard served as Chairman of the Committee on Social Issues and Dr. Mabel Cohen as chairman of the

editorial subcommittee during the preparation of the Report.

The Report covers a wide range of insightful observations concerning the psychodynamics of responses to desegregation, such as the fact that, when desegregation is conceived of as a process, opposition to it may be regarded as merely one phase of the whole process of its accomplishment. The psychosocial ills arising from segregation are considered on the level (1) of the individual, (2) of the community group and its institutions, and (3) of the country as a whole. The pregnant observation is made that the psychological damage to the segregating group (in this case the whites) is equally as serious as the damage to the segregated group, producing, as it does, a distortion of reality and an adaptive kind of self-appraisal based on invidious comparison rather than on valid personal growth and achievement. Further still, the Report points out, in connection with a discussion of authority and coercion, that it has been just as coercive to legislate for segregation as it is now to legislate for desegregation.

The treatment of the functions of racial myths and prejudices in supporting arguments for segregation is one of the most succinct and effective that this reviewer has seen, especially as it considers fears related to sex and the psychological, sociological, and biological aspects of interracial marriage. There is the trenchant question as to whether the fear of racially mixed progeny is a realistic rather than a rationalized basis for the maintenance of segregation.

**T**HE Report is replete with principles based upon studies or observations. One is that firm, clear-cut policies by educational leadership, and careful planning that includes all levels of the school system and general community, play a major role in effecting smooth transition from segregated to desegregated schools. Another is that as soon as educators achieve a favorable school climate (through resolution of their own conflicting attitudes) and the provision of strong objective leadership, then the children's racial loyalties can be ex-

pected to give way to school, team, and class identifications and loyalties. Still further it is noted that many fights between children of different racial groups are merely the customary neighborhood ritual in which a newcomer is tested. Far from being a sign of rejection of a new child, challenges to this type of fight are often a signal of potential acceptability. The Report notes that since local community standards and values influence the behavior of children, it is to be anticipated that with the existence of a desegregated school environment and the existence of a segregated community environment, conflicts may arise. An important aspect of this conflict, not noted by the Report, is the possibility of displaced aggression against minority children if school desegregation results in the curtailment of some social or community activities formerly enjoyed by the majority. The Report makes an important point, however, when it states that white parents who fear loss of status through having their children attend desegregated schools may have their status problems lessened by making attendance at desegregated schools not a matter of personal decision, but by requiring desegregation of all the schools of a given community. When all schools are desegregated, no parents need feel that some children have special status advantages or handicaps in the choice of school to attend.

The shortcomings of this little volume are few and relatively minor. Many of the principles and observations are based upon actual desegregation studies, and, in view of the comprehensiveness and success of the St. Louis desegregation plan, one is surprised to note the absence from the text and from the highly useful bibliography of any reference to the Anti-Defamation League's Freedom Pamphlet, *The St. Louis Story*, especially since later publications from this same source are included. Also, while the Report correctly points out that anti-Negro discrimination and prejudice exists among northerners as among southerners, one might wish that sharper attention had been called to the fundamental distinction between the legal and public opinion support for segregation which exists in the South as con-

trasted with the legal and public opinion support for desegregation which exists in the North.

All in all, the Report is an important and excellent document. It is addressed in the main to educators, counselors, social workers, psychologists, and school administrators. It should prove useful to those persons who have professional responsibilities for school desegregation, as well as to social scientists, psychiatrists, and other physicians who have familiarity with psychological concepts and who have attempted to assimilate these concepts into their practice and research.

## Girding for the Long Pull

Donald E. Super, John O. Crites, Raymond C. Hummel, Helen P. Moser, Phoebe L. Overstreet, and Charles W. Warnath

*Vocational Development: A Framework for Research.* (Career Pattern Study, Monograph 1.) New York: Bureau of Publications, Teachers College, Columbia University, 1957. Pp. xiv + 142. \$2.75.

Reviewed by ANNE ROE

who is a clinical psychologist in New York, president of the Division of Clinical and Abnormal Psychology of the American Psychological Association, author of *The Making of a Scientist* (1953), and in CP reviewer of Warner and Abegglen's *Big Business Leaders in America* (CP, June 1957, 2, 168f.).

**H**ERE we have outlined the conceptual framework within which a 25-year research study has been planned, and also a brief description of the plan and of the early work on it. Field work was begun in 1951.

About a third of the monograph is devoted to an explication of the reasons why a theory of vocational development is needed, and a somewhat

jejune discussion of the theory of theories and of its application to the scientific study of vocational behavior. The discussions of vocational behavior and development, of vocational adjustment and maturity, and of career patterns are chiefly developments of positions taken previously by the senior author. Criteria for vocational adjustment and maturity are more definitely and somewhat differently stated: vocational maturity is defined in two ways, called "VM I" and "VM II." I suspect that these terms will prove more confusing than helpful, so long as the concepts, which are separable, bear such similar labels. Certainly any attempt to organize thinking on these subjects is welcome. Analysis of the possible determinants of career patterns can be categorically exhaustive, but the book points out that the relative importance and the interaction of these variables is not yet known. The chapter on implications for further research presents a number of propositions for testing, and the Career Pattern Study itself has been designed to test them. The basic plan and the steps so far completed are presented in the final chapter.

Briefly put, in Middletown, 142 eighth-grade boys and 134 ninth-grade boys were given a large battery of tests. They and their parents were interviewed extensively. The interviews were semi-structured and recorded. A first follow-up has been completed with the boys now in twelfth grade or out of school. An analysis of the community was made—sociological, attitudinal, occupational—and an Occupational Handbook for Middletown has been published and is in use in the High School and the Community College. Many PhD dissertations have come out of the project and others are on the way. No references are given to these theses—unfortunately, since the appetite has been greatly whetted by their mention. The project is nobly planned and is being competently executed. It cannot but yield much sound and useful information. If the data are handled with an emphasis on relations, rather than categories, more than information will come out of the Career Pattern Study.

## I, Me, It, and We: the Role of Religion in the Personality

Paul E. Johnson

*Personality and Religion.* Nashville, Tenn.: Abingdon Press, 1957. Pp. 297. \$4.50.

Reviewed by WALTER HOUSTON CLARK

*Dr. Clark is a Professor of Psychology (and a Dean) in the Hartford School of Religious Education of the Hartford Seminary Foundation in Connecticut. He wrote a doctoral dissertation on the Oxford Group under the direction of Gordon Allport at Harvard once upon a time. He is one of the founders of the Society for the Scientific Study of Religion. Now he has written a Psychology of Religion which Macmillan expects to publish this spring.*

THE psychological world has been accustomed to receive every few years a book in the general field of psychology and religion from the pen of Paul E. Johnson, professor of the Psychology of Religion at Boston University School of Theology. This is his best book to date. Written in the tradition of William James, it is the fruit of empirical observation subjected to reflection and speculation. The observation is represented by a series of very readable case studies depicting the psychological development of several individuals with widely differing Christian backgrounds, also one Buddhist, and one Jewish, if we include some cogent quotations from the *Diary of Anne Frank*. The cases are then used to illustrate the theoretical discussion which is interspersed.

The aim of the book is to integrate contemporary personality theory in such a way as to throw light on the religious functions of the personality. For this purpose Professor Johnson concentrates on four traditions of personality theory as he considers they contribute to his own picture of the psyche. At the center he puts what he calls the *I*, which then is manifested in four aspects de-

nominated by different pronouns. First the *I* through its biological inheritance becomes aware of itself in its physiological and psychological aspects. This function he names the *Me*, and utilizes the theories of Sigmund Freud as the best guide to understanding this aspect of personality. He notes at the same time that psychoanalysis was developed from the tradition of the biological sciences.

Next the *I* becomes aware of outer reality and adjusts to it. This aspect of the personality he names the *It*. For understanding this side of the *I* he makes use of Kurt Lewin's field theory, and points out that it grows out of analogies which come from the physical sciences.

But the individual as he grows finds himself a member of a society. To understand this phase of the *I* we would expect to look toward the social sciences. Thus Professor Johnson finds to his hand the interpersonal theories of Harry Stack Sullivan, who came to psychiatry via the social sciences and who emphasizes the fact that the person comes to understand himself only as he discovers himself to be related to other people. This is the *We* aspect of the *I*.

Yet there is still another aspect of the *I* to be accounted for. It is the ideal, aspiring function wherein the *I* seeks to transcend itself, and it is here that religion is to be found. The most characteristic demonstration is seen when man seeks for God. Hence this aspect is named the *Thou*-phase of the *I*. Clues to understanding the *Thou* are to be sought among those with an interest in the science of the Ideal. Gordon W. Allport's personalistic psychol-

ogy, with its rejection of biological determinism, its concern for values, and its proclamation of the uniqueness of the individual, is selected as furnishing the most fertile suggestions for understanding this expression of the *I*. Furthermore, it is the *Thou*-phase of the *I* that searches the unknown and seeks to pierce the riddle of the future. Again Allport's theory of "becoming" helps us to understand some of the laws of this search.

THE reviewer found this analysis a most suggestive piece of systematization, but he must also confess that it struck him in some ways as more plausible than convincing. He does not, however, expect the author to object to this stricture, for with characteristic modesty Professor Johnson rejects any claim to finality, while believing that his theory is useful and capable of stimulating further thought on the matter. We might simply note here some of the reasons, all closely related, why *any* theory involving personality and religion will have rough going if it aspires to achieve scientific status.

(1) Psychology has never taken religion seriously as a factor in personality. Thus the concerted attention that the subject needs, the ploughing and harrowing of the field, has not been done. Hence psychological science is not yet ready for a full-blown, consistent theory of the religious personality. This volume of Professor Johnson's is merely a starter.

(2) The chief indication of the immaturity of field is that there is no clear consensus among psychologists as to what religion is. Indeed some psychologists are so aware of the morass they enter when they try to define religion that they avoid the attempt. Thus clear definition is lacking in the present volume where religion is variously described as "personal cooperation with

a trusted Creator of Values," "universal outreach to all relationships," and "identification with the highest and best." These phrases are not antithetical, yet they are far from identical and so indicate the fuzziness of the field. When psychologists talk together, the lack of articulation is compounded. Are Johnson and Freud, for example, speaking the same language when Freud is thinking of religion chiefly as an infantile search for a father image? Should the psychologist of religion have in mind the supine, conventional church-goer, or a saint and prophet like a Schweitzer or a Gandhi? The church-goer might be glad to revere the latter from afar but would be acutely embarrassed if he should find an authentic saint in his own family. The psychology of religion needs to resolve such dilemmas. It requires that the psychologist become considerably more self-conscious as to *what kind of religion he is talking about* if he expects his science to get to first base. Much work of simple description still needs to be done.

(3) The religious life is probably the most complex expression of that most complex manifestation of organic nature, human personality; yet culturally religion is of crucial importance, and the psychologist dare not turn his back on it. For this reason we need scores of volumes like Professor Johnson's and hundreds of studies, all as exact as we can make them. The lack of them is a handicap to any writer on the subject, whoever he may be.

We need not, however, disparage the work in indicating the inevitable handicaps under which it labors. The reviewer can think of no previous attempt in this difficult field that is half so systematic and clear, with so many suggestive and fertile leads. The volume should be read. Psychology is indebted to Professor Johnson. Let us hope that his good example will be followed by many others.



*On questions of means to a given end (if they concern the nature of the external world) science is the one and one true guide; on questions of the ends to which means should be directed, science has nothing to say.*



—NORMAN CAMPBELL

## THE TESTING OF NEGRO INTELLIGENCE

by AUDREY M. SHUEY  
*Randolph-Macon Woman's  
College*

A critical review of several hundred investigations including more than 70 unpublished theses and dissertations and covering a 40-year period. The research has been grouped into the following divisions:

Preschool Children  
School Children  
High School and College Students  
Men in Armed Forces—World War I and II  
Superior and Inferior Deviates  
Delinquents  
Criminals  
Racial Hybrids  
Selective Migration

*Published March, 1958*

**J. P. Bell and Company 375 pp.  
Lynchburg, Virginia Price: \$4.00**

# The Delinquent Waiting for Leftie

Michael Burn

*Mr. Lyward's Answer.* Boston: Beacon Press, 1957. Pp. 288. \$3.95

John K. Donohue

*"... Baffling Eyes of Youth."* New York: Association Press, 1957. Pp. 251. \$3.50.

Reviewed by GEORGE W. GOETHALS

*Dr. Goethals is Assistant Director of Harvard University's new Laboratory of Research in Instruction and is also a Project Director for the Joint Commission on Mental Health Illness and Health. Formerly he was associated with Harvard's Laboratory of Human Development. He reviewed the Funkenstein and Wilkie bibliography on student mental health in the September CP (p. 245).*

IN the 1930s a young playwright by the name of Clifford Odets wrote a one-act play with the intriguing title, *Waiting for Leftie*. Through a series of sharply etched vignettes he suggested that social problems can never be solved if left completely in the abstract. Someone must act. The taxi drivers in the play, therefore, decide to act on their own rather than to "wait for Leftie," the union boss who is always expected at the meeting but who never appears. Odets' thesis is that moments of social and personal crisis require both abstract plans and calculated action.

These two books are written by two men who did not "wait for Leftie." They depict two different ways, two different settings,—indeed, suggest two different philosophies for working with the delinquent. The reader should be warned that neither book presents research findings, definitive discussions of theories of treatment, or offers panaceas for this highly complex social problem. Yet both books are important to read

because they suggest antithetical approaches to the treatment of the delinquent.

The books are as different as their style of writing. Mr. Donohue writes in a journalistic style somewhat reminiscent of another midwestern realist, James T. Farrell. Mr. Burn writes a prose reminiscent at times of Walter Pater. Both books skillfully communicate the approaches to treatment utilized in two different settings with two entirely different groups of youngsters. Mr. Donohue's young people are representative of 'gang culture' during the depths of the depression in the 1930s. These boys have been literally in many cases left to the street, as a consequence of social conditions which are difficult for any reader to imagine unless he has first-hand knowledge of the turbulent years of the 1930s. The theme Mr. Donohue presents is that extremes of economic and emotional deprivation force young boys to seek security in gangs, that these gangs, with no other avenues open to them, find a sense of esteem and prestige through the adoption of delinquent behavior. In essence, this book presents once again the explanation offered by Healey and Bronner that gangs turn to delinquent behavior when no other avenue is open for their activity. Before dismissing this thesis as an oversimplification, we must remember the context in which Mr. Donohue was working—first as a Y.M.C.A. staff member and then as a probation officer

in St. Paul during the depression, when youngsters were left in stringent and desperate straits.

The young people Mr. Burn describes suffer instead from what seems to be a surfeit of parents. These young people come from every stratum of English social life, yet have in common the fact that their life and youth have been "usurped" by parents whose desire for them to succeed, achieve, remain children, persevere, or 'be manly' has created a situation of anxiety so deep that the child's disturbance becomes unmanageable. In this case, thus, delinquent behavior is a kind of protest against the over-driven or overly protected childhood. Mr. Burn, a professional writer by occupation, has written his book in the role of a participant observer at Finchden Manor. He was invited to join the staff as a teacher by Mr. Lyward, the director of the school, to report fully on the work of the Manor.

The two books offer a fascinating contrast in approaches to the delinquent youngster.

Mr. Donohue and a few other interested individuals provided facilities for sport, team play, and camping trips through youth centers provided by the Y.M.C.A. in St. Paul. The gangs, however, remained in their natural setting. If an individual was removed from the situation it meant but one thing—prison or reform school. This book is a simple, concise picture of the task of treating delinquent behavior *mise en scene*. Essentially, this is treatment through sports. The situation at Finchden Manor, however, is in distinct contrast. The school operates on the premise that the child must be removed from his family or school, and in this new situation learn to face and know himself; thus each can learn "to chase the ignorant fumes that mantle their clearer reason."

The two books raise the fundamental question as to whether help should be given to an individual while he remains in his previous environment and reality, or whether in order to understand reality the individual must first find himself. Granted that the conditions are different, yet the question remains: Should the child be removed from those pressures which have become so ex-

cruciating that he must be given surcease to find himself? Or does treatment (and I feel that Donohue and his colleagues are doing the best they can to give treatment) coincident with a person solving other real-life problems get more closely to the core of adjusting to reality than isolation from it?

ONE thread that is common to both books, however, is the credentials of the individuals who are working with the young people. Essentially they come down to one specific: in both situations somebody cared. In St. Paul a group was willing to devote time to leading group activities, arranging to teach youngsters basketball, swimming, and football, and through these activities to teach their charges the meaning of fair play, consideration for others, and respect for property. It can be doubted that they had any clear picture of why they were doing what they were. The fact that they did do something, and that this had a salutary effect upon the lives of these many youngsters, is well documented by Mr. Donohue.

The staff at Finchden Manor, with two exceptions, Mr. Burn and a teacher of mathematics, had all 'come up through the ranks'; that is to say, they were boys who had come to Finchden first as patients, had been cured, had gone away for further training, and then come back to work with Mr. Lyward. At Finchden the atmosphere can best be described as a kind of haven presided over by Lyward with a heavy application of the beatitudes and commandments of Carl Rogers. I do not intend this last comment to be flip, but rather to suggest that Mr. Burn's book is a remarkable picture of what is known colloquially as the 'non-directive' approach to therapy.

Both of these books should be read. They present paradoxes. The incredible skill of Lyward and his staff working with the disturbed youngsters in their charge has been so well presented by Mr. Burn that it leaves us somehow, unfortunately, with the conclusion that all is right with the world that has such people in it. Yet all is not right in a world where the conditions which cre-

ate these disturbed youngsters provide such treatment for only approximately two hundred and fifty over a period of ten years. Nor is all right in the world where gang culture, particularly delinquent gang culture, continues to be largely treated by those who care and who, within the professional meaning of the word, are amateurs. It would be unfair in the extreme to dismiss these books because of the lack of training of the individuals working in the situations presented, but it is frightening to see how much can be done by the few for the extremely fortunate ones who happen to be found.

## Rhythm's Properties

Paul Fraisse

*Les structures rythmiques: étude psychologique.* Louvain: Publications Universitaires de Louvain, 1956. Pp. viii + 124. 125 FB.

Reviewed by F. V. SMITH

who is Professor and Head of the Department of Psychology at the University of Durham in England. He was Visiting Professor at Cornell in the Spring of 1957 and is the author of *The Explanation of Human Behaviour* (Constable, 1951). There are a number of studies on perception and movement in progress in his Department just now, so Fraisse's book meshes well with his present interests.

RHYTHM is a feature that enters into many aspects of everyday life. There are associations with efficiency and pleasure in work, play, and the several forms of artistic communication. Many musical rhythms and repetitive visual patterns or motifs can be identified readily with particular cultures and evidence of their diffusion from one culture to another, and durability over time is often apparent.

In fact, rhythm is so much a part of the process of living that a report of

the careful examination of the nature of rhythm itself, particularly when it reveals unexpected information, would very likely be greeted with surprise by many readers. Yet this is the task undertaken by Professor Paul Fraisse, who became interested in the problem over twenty years ago under the influence of Michotte at Louvain and continued his investigations at the Sorbonne under Henri Piéron, whom he recently succeeded as Director of the Laboratory for Experimental and Comparative Psychology.

The most striking feature of the many experiments reported is the comparative simplicity and directness of the apparatus and experimental design. Quite consistently, the reader has the agreeable impression that he is being given direct answers to simple but fundamental questions and is provided with a number of interesting and potentially useful findings, of which a few may be mentioned.

For the perception of sounds as discrete parts of a group, the minimum time-interval is in the neighborhood of 0.126 sec., an interval which approximates to the maximum speed in a tapping test. Characteristic differences emerge when subjects, avoiding known melodies, are requested to tap a series of 5 or 6 taps in a rhythm of their own choice and in an irregular or arrhythmic series. The time-intervals in the arrhythmic series tend to be unequal. In the rhythmical series, the time intervals are remarkably consistent and tend to fall into two categories. These are the 'short' category with a range of 0.18 to 0.30 sec. and the 'long' category of 0.4 to 1.0 sec. Rhythmical structures are fairly stable over time and are not grossly distorted by the limb with which they are executed.

Results of this kind are deftly linked with work done in America, Germany, France, Italy, and Britain, over a period of seventy odd years and reported in the several languages. When, finally, the findings are compared with the rhythms of Greek verse and western music, the reader, if not fully persuaded, at least has the impression that he has learned something clear and definite about the nature of rhythmical structures, and this is a refreshing ex-

perience in view of the number of monographs which are more distinguished by their technical virtuosity than the information and insight they impart.

Points over which the reader may demur are not infrequently conceded by Professor Fraisse himself. Intensive structure is not fully explored; but on the evidence available, Fraisse inclines to the view that temporal factors are more basic. His attempt to find a physiological basis for the 'perception of collection' and the 'perception of duration' is not conclusive, and for several of the experimental findings many read-

ers today would no doubt prefer to see larger experimental populations, more evidence as to sampling, and results more adequately buttressed by measures of significance.

Nevertheless *Les structures rythmiques* remains an interesting and useful monograph. It indicates fundamental questions and delineates basic features in a clear, unpretentious way. It integrates a widely scattered literature. The possibilities of extension of this field are considerable, and future investigators will be stimulated by what Professor Fraisse has had to say.

interrole security, interrole attitude and behavior, and professional aspirations. The authors tell us, for example: (1) "Social workers are more eager than are psychiatrists for acceptance by the other group"; (2) "Psychiatrists, when their satisfaction with interrole relations is high, have favorable feelings about social workers"; (3) "Psychologists who have a more positive evaluation of their own competence have a greater pride in their own profession"; (4) "More than half of the psychiatrists believe that psychologists are their equals or betters in knowledge and skill."

In addition and as a conclusion a series of hypotheses is presented concerning "the nature of the interactions which might be expected between professional groups ordered in a hierarchy: in a downward direction, in an upward direction, and among role occupants who are at a peer level." A sample of the first of these hypotheses follows: "When the higher status of a role is threatened from below, the occupant of the superior role will react in some of the following ways: (a) He will perceive subordinates as hindering more than facilitating. He will fear that subordinates are attempting to encroach upon his role's prerogatives and functions." Etc. "(b) He will try to keep lower-level roles at a subordinate status. He will define the functions of the subordinate role as those which are intended to assist the superior." Etc.

In spite of elaboration of such propositions and hypotheses, this book fails to render to the reader a return that is commensurate with the amount of effort expended by the investigators. The value of the undertaking lies in its bringing together a series of tested propositions about the relations between three professions that can be used as a foundation for the development of further knowledge. In general, however, the practitioner is unlikely to feel enlightened by these findings.

THE present reviewer is a social scientist, and the following questions reflect his reservations about this kind of study. How much of a contribution can be made to a theory of role behavior through a method that involves inter-

## Rigor Mortis and Vis Viva

Alvin Zander, Arthur R. Cohen, and Ezra Stotland, with the collaboration of Bernard Hymovitch and Otto Riedl

*Role Relations in the Mental Health Professions.* Ann Arbor: Research Center for Group Dynamics, Institute for Social Research, University of Michigan, 1957. Pp. vii + 211.

Reviewed by MORRIS S. SCHWARTZ

*Dr. Schwartz is a sociologist-psychologist who is Director of the Task Force on Patterns of Patient Care by which the Joint Commission on Mental Illness and Health (Cambridge, Mass.) hopes to obtain the nation-wide picture of how our society cares for its mental patients. He likes to study unconscious non-rational determinants and activities in social dynamics, especially as they occur in respect of mental health and illness. He is a co-author of two books: The Mental Hospital (with A. H. Stanton) and The Nurse and the Mental Patient (with E. L. Shockley).*

IN the field of mental health the necessity for interprofessional teamwork is not only a commonly accepted assumption, but its achievement is a most desired goal. It is felt that the task is such that psychiatrists, social workers, and psychologists must collaborate effectively if they are to be of use to the mental patients they are trying to help. The success or failure of their collaboration will depend in part on the professionals' conception of themselves

and their role and on their attitudes and feelings toward each other.

The authors, members of the staff of the Research Center for Group Dynamics at the University of Michigan, assumed that a study of the role conceptions and affective relations of persons in the above-mentioned roles may facilitate mental health practice. Their objective was not only to help practitioners obtain "insights concerning the causes of problems in interprofessional relations," but also to contribute to the development of a theory of role relations that social scientists and other students of group relations would find useful. To achieve these objectives the authors designed a detailed and comprehensive interview guide with which they interviewed 165 clinical psychologists, 156 psychiatrists, and 159 social workers. They explored and analyzed the answers systematically and presented their findings quantitatively. What was produced from such careful study?

The contributions of this research are primarily a series of statements summarizing the relationships between roles,

viewing a series of individuals, averaging their responses, and then extracting from these data static statements that flatten, simplify, and destroy the complexity of the interaction that is being portrayed? Is it useful to confine the study of the attitudes and feelings of professionals to the interprofessional aspects, ignoring the interpersonal ones? How artificial is such a separation? How significant can a study of role behavior and interprofessional relations be when the contexts within which these interactions occur remain unexamined?

What is missing in this study is a sense of significance, of relevance, of imaginativeness, of discovery. The pre-established categories and themes in terms of which the research was formulated were not sufficiently informed and incisive to result in meaningful hypotheses; and the method limited the 'discoveries' to that which a priori had been believed to be significant. Verbal responses about professionals' feelings and their attitudes about other professionals and their interactions with them are not the same as role relations themselves, nor are they substitutes for observing the on-going social process. Interviewing individuals in different contexts and averaging their responses while ignoring the contexts makes impossible to investigate an important variable in role relations: the social structure in which professional roles are imbedded.

RESEARCH in social psychology, of which the present study is an example, still has to grapple with a difficult problem. Investigators have to use rigorous methods to insure the validity of their results. Yet many important areas of inquiry involve complex social phenomena for which there are as yet no rigorous methods of investigation. In attempting rigor, we have constantly to confront these concerns: Are we oversimplifying the phenomena and thereby distorting them? Are we avoiding significant and meaningful problems because they do not lend themselves to our methods? Are we assuming that rigorous methods are the only relevant ones? Are we applying techniques in a mechanical way or exercising a method primarily for its own sake? Are we inhibiting imagina-

tion and creative thinking in the expectation that the method will provide the discoveries? If a basic contribution is to be made to the science of human be-

havior, each investigator has to discover the appropriate balance between rigor and meaningfulness for his particular problem.

## A Panorama of Behaving Groups

Ralph H. Turner and Lewis M. Killian

*Collective Behavior.* Englewood Cliffs, N. J.: Prentice-Hall, 1957. Pp. x + 547. \$6.95.

Reviewed by MILTON J. ROSENBERG

*Dr. Rosenberg is Assistant Professor of Psychology at Yale, whence he has come from Wisconsin and Michigan. He counts as a social psychologist, teaches a large undergraduate course in social psychology. Just now he is primarily interested, he says, in persuasion, communication and the structure of attitudes. He wishes psychologists and sociologists would more often explore the Aussenwelt hand in hand instead of talking at and about each other, but he realizes that marriages are made in heaven and not on the epistemologist's drawing board.*

SOMEDAY perhaps Stephen Potter will do us the bitter, but necessary, service of writing the definitive treatise on *Behavioural Sciencemanship, or How to Understand Society Without Actually Looking at It*. Possible chapter headings flash, almost eidetically, across the mind's eye: role-matrixmanship, elitesmanship, challenge-and-response-manship, Center-for-Advanced-Studymanship, post-Kantian ploys and the Charisma gambit. And surely there will be, as a late bulletin from the Lifemanship Institute at Station Road, Yeovil, a bursting appendix on *Some Recent American Contributions to Mathematical Modelmanship*. Until such time we must rely upon some other correctives to defend ourselves against the extravagance and hubris of those theorists whose lightness of head has loosed them from the ground of social fact. One such corrective is to be found in the species of book of which *Collective Behavior* by Turner

and Killian is the most recent representative.

The mark of this sort of book is that it plunges the reader into the social—at least as deeply into it as one can go, through the medium of intelligent and interested description of actual people, events, and processes. In the case of this particular book most of the writers anthologized have tried to see what goes on between people—and what issues from them—in crowds, mobs, publics, masses, and social movements.

By *collective behavior* the authors mean (as do their acknowledged mentors Park, Burgess, and Blumer) group activity which occurs outside the realm of the culturally prescribed. The articles they have chosen to illustrate the range of such behavior (although illustration is not the major intended purpose of their book) are sharply sufficient to the task of delineating what men do to reduce the confusion and pain that accompany any significant failure of the social order.

A particularly chilling example of what the authors regard as the root form of collective behavior: the "acting crowd," is given in an excerpt from a news account of a lynching that took place some forty years ago in Omaha.

When the mayor appeared on the courthouse steps and began to address the mob as "fellow citizens," the leaders interrupted him with shouts of "give us that nigger." When he replied, "I can't do that, boys," he was seized by the men nearest him and dragged to a point several blocks away. "Lynch him," shouted someone in the crowd, and in a moment a rope was

Ready February 14 . . .

## Social Psychology

An Introduction to the Study of Human Relations

By S. Stansfeld Sargent, *VA, Phoenix, Arizona*;  
and Robert C. Williamson, *Los Angeles City College*

**SECOND EDITION!** This introductory textbook offers an integrated approach to social psychology, incorporating basic facts and principles from the fields of sociology, psychology, anthropology, psychiatry and political science. New information includes: a chapter on social attitudes, their formation and mainsprings; a detailed and extensive treatment on social change and social movements; and a separate discussion of nationalism and conflict in international relations. Provides theories and principles in the first part of the book and describes their application to broad areas of human behavior in the last part. Interesting and readable, this textbook will stimulate independent thought in the student.

33 ills., tables; 639 pp.

## Principles of General Psychology

By Gregory A. Kimble, *Duke University*

This popular textbook treats contemporary psychology as an objective, observational science. It introduces students to the broad field of study and to basic methodology, then covers sensation, perception, rudiments of developmental psychology and learning theory, and behavior dynamics. Treats the subject largely in terms of key experiments. Discusses elementary statistical methods. ". . . more factual and vigorous than the elementary textbooks in psychology currently available."—W. J. McGill, *Massachusetts Institute of Technology*. Instructor's Manual available. 228 ills., tables; 400 pp.

### Student Workbook for Principles of General Psychology

By Gregory A. Kimble and Lucille L. Kimble

This new study aid consists of the following materials: study questions, sample multiple-choice test questions, vocabulary items, projects and exercises, and cross references. Space is left for answers. The study questions for each chapter provide a complete outline of the textbook. Paper Cover. 8½" x 11", 140 pp.

strung up to a trolley-wire. Somebody cut him down, but the mob readjusted the rope and pulled him up again. When a group of policemen rescued him he was bleeding at the nose and mouth, but still conscious. At the hospital where he was taken his condition was found to be critical, but he ultimately rallied. In the meanwhile, the mob wreaked its fury on the Negro, Brown, who had been handed over to it by his fellow prisoners when they faced the alternative of being burned alive. His body was riddled with bullets, partially burned, and dragged through the streets behind an automobile. Afterward rioting continued with threats against the Negro population until Federal troops under General Leonard Wood took charge of the situation.

Numerous other accounts of crowd behavior (not all so bloody, but most of them reflecting as much mob 'madness') are provided, but not as mere descriptive matter. With a noteworthy conceptual deftness the authors weave in, between some one hundred articles and excerpts, an impressive system of classification and 'explanation.' Whether or not they succeed in their intention of providing a theory of collective behavior is a question that, like so many others in the reviewer's domesday book, begs a definition.

IF *theory* is to mean a seemingly reasonable explanatory account of a body of empirical laws, the authors, and the Chicago school of sociology that they represent, have a theory and it is a valuable one. A particularly impressive sign of its value is that it has been put to service in controlling at least some of the crowd phenomena with which it is concerned. On this point the skeptical are directed to the selection entitled *The Role of the Police Officer in Crowd Control*, which is excerpted from a manual prepared for the Chicago Park District Police by Joseph D. Lohman, a sociologist. But a *theory* for some must be a formal representation which reduces a group of empirical generalizations to an appropriate level of elemental, conceptual analysis and, at the same time, enables the derivation of new and, it is hoped, surprising hypotheses which may be put to research test.

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By this latter definition Turner and Killian do not have a theory. That they attempt to show how expressive and acting crowds spring out of the urgency and ambiguity of shared critical situations; that within these terms they proceed to *order* the various phenomena of crowd and mob behavior in a way that 'makes sense'; that they go on, with considerable energy and intelligence, to reinterpret the research literature on mass communication and persuasion as a sort of special case of the "diffuse crowd"; that they end by constructing a fascinating, functionalist interpretation of the life-cycles of social movements and of their contributions to social stasis and social change; none of these achievements will fully satisfy the modern metatheorist.

For such worthies, works like this one may rank as analytic 'wisdom'; yet, because of their great dependence on a posteriori formulations and because of their supposed untestability, such systems are not to be classed as *scientific theory*. Indeed some critics may, and occasionally do, render a like judgment on 'social theory' taken as a whole.

THE pleasures of reviewing include the right to raise high issues and then, under the excuse of insufficient space, to sneak away from the duty of commitment. This reviewer will limit his enjoyment of this pleasure only by noting three points that would have figured in the longer commentary he might have written had there but been 'space enough and time.'

All philosophy-of-science rhetoric aside, the issue raised here may after all be largely a matter of whether experiment (in the broad sense of testing derived hypotheses) is possible and, if possible, pursued. The authors are almost passionate in maintaining that it is very difficult to study collective behavior in the laboratory. A social psychologist cannot forbear directing them to a closer perusal of the small-group, laboratory research that has been carried out in recent years by both psychologists and sociologists.

*Social process* frequently lends itself to a *reduction* to psychological mech-

anism. Thus social theory may be deepened (just as psychological theory may be expanded) by sensible attempts at the fitting alongside of each other (or over and under) of these two ways of scientific knowing. Certain schools of sociology have too long insisted on the conceptual independence of the *social fact*. Durkheim, the very source of this ideological stance, was forced to a psychological level of analysis in his work

*The Elementary Forms of the Religious Life*.

The final point is simply that redundancy is the hallmark of excessive theorizing. To be sure a redundant sentence is not a redundant theory; yet it would be better not to blunder into such near-circularities as: "It may be said, then, that conventionalization of crowd behavior occurs, as Blumer suggests in his concept of 'the conventionalized crowd.'"

## Tavistock Therapeutics

Michael Balint

*The Doctor, His Patient and the Illness*. New York: International Universities Press, 1957. Pp. xii + 355. \$7.50.

Reviewed by WILLIAM U. SNYDER

*Dr. Snyder is Professor of Psychology and Director of the Psychology Clinic at Pennsylvania State University, where he has been directing and conducting research in psychotherapy, teaching psychotherapy, and training clinical psychologists for the past dozen years. He is author of a Casebook in Nondirective Psychotherapy, a volume on the Current Status of Psychotherapeutic Counseling, and a Group Report of a Program of Research in Psychotherapy.*

A PLEASANT surprise was this book. Expecting to find another boring do-it-yourself for the general practitioner, the reviewer found himself at first engrossed, then considering the text for use in an intermediate therapy course, and finally, placing an order for the author's two previous books. Dr. Balint, an Hungarian by birth, is a Consulting Psychiatrist at the famous Tavistock Clinic in England, and a Visiting Professor of Psychiatry at the University of Cincinnati's College of Medicine. His book is a journal of a fascinating training program conducted by him, together with fourteen "colleagues" who were general practitioners. They were attempting to demonstrate the effectiveness of a three year effort

to teach GPs how to utilize modern psychotherapeutic procedures in their daily practice. Dr. Balint describes their weekly seminars as a "research on the most frequently used drug in medical practice—the doctor himself." The seminars were without texts or topics. They consisted of group-centered discussions relating to the problems that each of the doctors was encountering in his effort to try out this new approach to medicine. The doctors had first tried to entice the psychiatrist into a teacher-pupil relationship, but their effort was successfully resisted in favor of a give-and-take atmosphere. Attendance at the seminars was voluntary but quite adequate.

Although Balint refers constantly to the research character of the study and the report, it is the sort of one-subject investigation so characteristic of European efforts, and so unlikely to evoke admiration from experimentally-trained American psychologists. Also he apologizes with delightful candor for not citing any references to related works: "I could either have drawn up a spurious bibliography or sat down to several months of hard library work. I should have hated either. . . . This book is based on what we used to call the 'courage of our own stupidity'; and ref-

erences to other authors would have been rather out of place."

The book is an American edition of a British one, as the phraseology constantly reminds the reader, who must become used to the British meanings of terms like *surgery*, *register*, *on a doctor's list*, and *the act* (National Health Service Act). Americans will be astonished by concern about the national drug bill, or the cost to the nation of people requesting certificates for unwarranted vacations. But the volume seems only to gain a certain quaintness by the references, and actually it is quite well written, never dull. In many spots it holds up a distressingly clear mirror to the foibles of society or of the psychotherapist. At times it is satirical. The psychologist who reads it in humility first finds himself chuckling at the penetrating caricature of medical weaknesses, but later recognizing that with the substitution of the word *therapist* for *doctor*, his own professional group is being described just as accurately.

THE book has three main parts that take up problems of diagnosis, of psychotherapy, and of general doctor-patient relationships. Twenty-eight cases are cited at some length, always appropriately demonstrating a point. Four appendices are in themselves interesting: (1) a discussion of the training methods, (2) the criteria of selection of members of the groups, (3) follow-up reports on the 28 patients, and (4) a discussion of the role of the psychological clinic at Tavistock.

Perhaps the best part of the book is found in the section on general conclusions. The two chapters on the apostolic function of the practitioner are penetrating and hilarious. Balint's meaning of the apostolic function: "It was almost as if every doctor had revealed knowledge of what was right and what was wrong for patients to expect and to endure, and further, as if he had a sacred duty to convert to his faith all the ignorant and unbelieving among his patients." Some of the manifestations of the apostolic function were such needs as to be an authoritative guardian, or a mentor, or a detached scientist,

or a protective parent, a bringer of good tidings, or of bad tidings, a consoler-comforter, a guardian of the sanctity of marriage, a "good doctor," a reassurer, or a pain reliever. Balint says: "We all know the extreme case of this urge to help, the *furor therapeuticus*, against the dangers of which every experienced medical teacher should and does warn his student."

Yet the exposition is far from being all mockery. The chapters on psychotherapy cover intelligently and effectively such topics as "advice and reassurance," "how to start," "how to stop," "the special psychological atmosphere of general practice," and "handling difficult cases." What is so useful about the way it is written is that the reader observes the unsure general practitioner tentatively exploring each important concept of mental hygiene and of psychotherapy, and experiencing all the fears and the satisfactions this sort of learning entails. The therapists learn to study themselves, to "listen" to their patients, to "roll with the punch" in situations of transference and countertransference, to hate their supervisory consultants, to hate their patients, to forgive their patients, to hate their colleagues, and to respect their colleagues.

Part I, on diagnosis, seems to be the least creative section. It rather laboriously develops these points: (1) the doctor's obligation to respond to the patient's "offering" (complaint); (2) the fact that, although physical examinations are universally expected, neurotic complaints underlie a very large portion of general medical practice, and the psychological examination is often the more important; (3) the rule "no therapy without diagnosis" is impossible to apply, as much really satisfactory diagnosis is dependent upon the response to psychotherapy; and (4) the fact that the doctor-consultant relationship is frequently exploited by doctors who prefer to maintain a teacher-pupil relationship, thus prolonging their own dependency states, an ambivalence that is in turn exploited by their patients to serve their own needs.

This book would prove useful for giving students of psychotherapy a feeling of what is involved in the process. It would also be useful to anyone who is attempting to train therapists, general practitioners or psychologists, because it is such an excellent demonstration of the value of the clinical experience in the learning of therapeutic arts.



*All great ideas and all great actors on the stage of history were abnormal. Was Beethoven normal? Or Michelangelo? Da Vinci, Socrates, or Mohammed? . . . Treat gently the abnormal; he may carry some subtle talent under the cloud of his peculiarities.*

—DAGOBERT D. RUNES

## ON THE OTHER HAND



### NORTH AMERICAN PROVINCIALISM

With the essential points of Dr. Nancy Collier Waugh's review of my *Introducción a la Psicología Experimental* (CP, March 1957, 2, 70) I find myself in disagreement. Since CP SPEAKS has invited authors to express their dissent (CP, August 1957, 2, 210f.), let me put down my

comments here without referring to any of the actually incorrect statements.

Dr. Waugh believes that the publications of the USA psychologists during the last decade are the really important affair. As a matter of fact, 37% of the works mentioned in my book have appeared in USA, more than 25% in the years between 1940

and 1954 and more than 12% in the last ten years. But I think that the knowledge of much psychological work done before in the USA as well as in other countries is at least equally important and that the nationalist and 'ahistoric' tendencies of the younger North American students are not only a serious shortcoming, but also a danger for the progress of science.

Nor do I accept Dr. Waugh's limited perspective toward the learning problem, as it seems to prevail in the USA. In my book I have fully explained the foundations of association psychology, but I have also given many reasons for considering that doctrine very unsatisfactory and for preferring the Gestalt approach.

Dr. Waugh counts how many times the name of an author appears in the index of my book and seems to regard these numbers as symptoms of my esteem for the author, yet this is only one among many important aspects and is often not the most important or the most substantial. Statistics must not be overestimated.

In general, I believe that the critique of my book might have been more constructive had it mentioned as good or bad those ideas which are not or are rarely to be found in current American books. Many such points are contained in my work, especially, I think, in connection with its perception of space and time, the differences between learning and habit formation, manual skill, suggestion, imagination, evaluation, certain typologies, etc.

WALTER BLUMENFELD  
Lima, Peru

#### ROBACK'S FREUDIANA

May I correct the impression gained from Dr. Robert W. White's comment on my recent *Freudiana* as consisting of chides (by Freud) and tilts (with Jelliffe). He speaks of Freud's tone as "unusually reproving," but he does not seem to have read the very cordial letters, nor has he noticed the correspondence with Bernard Shaw, Romain Rolland, Havelock Ellis, C. S. Myers, and others on the contemplated *Festschrift*. He fails to mention the most extensive critiques of *Moses and Monotheism* as well as of the Freudian doctrine of lapses, but speaks of my having Saudek analyze Freud's script and sending it to Freud as a misstep on my part. I cannot see anything wrong in that or even in planning a *Festschrift* without first asking permission. The commemorative volume is the surprise party for the distinguished, is it not?

A. A. ROBACK  
Cambridge, Mass.



ADOLPH MANOIL  
Film Editor

## Childhood Schizophrenia

### Diagnosis of Childhood Schizophrenia

Brooklyn Juvenile Guidance Center, producer. Supervision, scientific text, and narration by Abraham A. Fabian, State University of New York, College of Medicine. 16-mm, black and white, sound, 35 min., 1957. Available through New York University Film Library, 26 Washington Place, New York 3, N. Y. \$135.00, rental \$10.00. Available also for rental only, through Psychological Cinema Register, The Pennsylvania State University.

Reviewed by GEORGE M. GUTHRIE  
The Pennsylvania State University

This film shows many of the differential diagnostic indications of schizophrenia in childhood. The syndrome must be distinguished from psychoneurosis, psychopathic personality, brain damage, and mental deficiency. This differentiation is made by considering the history, the medical and laboratory findings, the psychological test results, and the clinical manifestations on face-to-face interview. Examples of data from all these four sources are shown.

Excerpts from interviews of social workers with parents refer to some of the early difficulties in feeding, toilet training, motility, and relationships which these children have experienced. It is pointed out that there are as a rule no medical findings which are pathognomonic of this disorder. The children are shown responding to the Rorschach test and making drawings of human figures. Their deviant responses are discernible. Finally—and this is the high point of the film—some lengthy passages are presented from a session of Dr. Fabian with a disturbed boy. This portion not only shows the boy's defective relationship with other people

but it includes his unusual movements, his unusual tone of voice, and a highly significant neologism. In working out the meaning of the neologism, Dr. Fabian elicits evidence of the boy's extreme anxiety. When we can glimpse some of his great fear, we do not find his bizarre behavior so meaningless. The personality of the therapist comes through to such a degree that one can see something of the therapeutic relationship. This is particularly true when the therapist encourages one of his patients to sing with him.

Although it was not made in a studio, the film has good photography and an excellent sound track. It will be very useful in any course where psychopathology of childhood is considered. There is a need for more films in this area, particularly films showing the changes in a sequence of treatment sessions.

## Multiple Personality

### Case Study of Multiple Personality

Corbett H. Thigpen and Hervey Cleckley. 16-mm, black and white, or color, sound, 30 min., 1957. Available through Psychological Cinema Register, Audio-Visual Aids Library, The Pennsylvania State University, University Park, Penn. \$125.00, color \$245.00; rental \$5.00, color \$9.00. (Showings restricted.)

Reviewed by CURTIS W. PAGE  
Traverse City State Hospital  
Traverse City, Michigan

The credulity of the viewer is taxed in this presentation of *The Three Faces of Eve*. *Eve White*, *Eve Black*, and *Jane* are the names given to the personalities which reside in one woman and which make their appearances in orderly manner when summoned by the interviewer.

Nevertheless dual personality or multiple personality is a subject which has long intrigued students of human behavior. Perhaps grounded in primordial myths, reports of observing such conditions have filtered from the past in the prose and poetry of almost all peoples. Well-documented reports of such phenomena are inordinately few, with the celebrated case of Miss Beauchamp by Morton Prince (1905) being probably the most comprehensive to date.

Without a doubt, Thigpen and Cleckley have documented their study of multiple personality, and this film is a part of that documentation rather than the accomplished case presentation. For the latter, the viewer should avail himself of the article by the authors (A case of multiple personality. *J. abnorm. soc. Psychol.*, 1954, 49 [1], 135-151), prior to the viewing of the film (or most certainly afterward), if he is to receive a basis for evaluation of this most interesting case study.

The film attempts to illustrate this psychopathological rarity through narration and interview, ample photography of the personalities and the transitions thereof, and finally the happy and well-adjusted result (after a two-year follow-up).

The story unfolds as the narrator describes the personalities in terms of the characteristics of each. Then each is interviewed in turn (with deference to Eve White, who must be consulted before either Eve Black or Jane may appear). Then each personality displays the dress of her choice in a sort of triple-gaited fashion-show complete with gestures, facial expressions, and over-the-shoulder glances. Further interviewing is shown, culminating with a short scene of Eve White under hypnosis. Following this, we see a most intriguing but unexplained caption which states, "Six weeks after the preceding film was made the case resolved itself [italics mine]. We now see the resolved personality two years later . . ." and Mrs. Evelyn Lancaster appears while the narrator gives a thumbnail sketch of the characteristics of this new person which "has qualities of Eve White, Eve Black, and Jane, but there is more."

It is almost certain that most viewers will agree that, as far as providing

a really comprehensive documentation, there should be a good deal more. This criticism does not, however, mean that the film is not a valuable adjunct to the understanding of the concept of multiple personality. Indeed it should be a must for students of psychopathology.

The film's photography is relatively good but the sound is exceptionally poor, adding an extra difficulty to a difficult presentation.

\*

Reviewed by GEORGE M. GUTHRIE  
The Pennsylvania State University

This film presents a demonstration of the symptoms of the case of multiple personality which the authors reported in the *J. abnorm. soc. Psychol.*, 1954, 49 [1], 135-151. Their book, *The Three Faces of Eve* (McGraw-Hill, 1957), is a more lengthy presentation. The film shows the patient at a stage of treatment when all three personality organizations can be summoned on request, and concludes with a brief presentation of the patient two years after she had recovered. An instructor using this film should have read one of the above accounts, so that he can present a summary to his class before the film is shown.

The film opens with some background information and follows with a demonstration of each personality, Eve White, Eve Black, and then back through Eve White to Jane. The next portion demonstrates the different selection of clothes by the three personalities and

their different movements in modeling the clothes. Of great interest is the portion in which the patient is shown trying to deal with gaps in her memory and in which each personality is shown discussing the other two that are not in control. Only a sample of all this can be included in a film, but, within the limits imposed, the scenes shown are most instructive.

Inasmuch as the whole history sounds implausible, the instructor must emphasize that the film's purpose is not to prove that the reports are accurate. Rather, the film demonstrates dramatically the differences in manner, poise, appearance, muscular tonus, tone of voice, and attitude among Eve White, Eve Black, and Jane. Indeed, the film could be of as much value to a lecture on stylistic aspects of personality and expressive movements as to a lecture in abnormal psychology.

The sound recording was done under poor conditions except for the commentary by Dr. Thigpen. A transcript of the interview can be obtained with the film, although this is not necessary if the acoustics of the viewing room are good. Enough of the patient's talking is heard to demonstrate the differences in speaking that went with Black, White, and Jane.

Showings of this film are restricted to advanced student and professional groups. The film is not for beginning students. The syndrome presented is very rare. Those who will be shown the film should be encouraged to read the published materials first.

*If I had my life to live over again, I would have made a rule to read some poetry and listen to some music at least once a week; for perhaps the parts of my brain now atrophied would thus have been kept active through use. The loss of these tastes is a loss of happiness, and may possibly be injurious to the intellect, and more probably to the moral character, by enfeebling the emotional part of our nature.*

—CHARLES DARWIN



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## ERRATUM

In David Rapaport's letter entitled *Priorities: Freud and Adler* (ON THE OTHER HAND, CP, Nov. 1957, 2, 303) there is a typographical error. "Breuer" should be substituted for "Bleuler."—Ed.

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